



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
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Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3 : January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization Timpson ISD CDN 210-905 Vendor ID 75-6002634 ESC 07 DUNS 966948952  
Address 836 Bear Drive City Timpson ZIP 75975 Phone 936-254-3878  
Primary Contact Stephanie Behrens Email sbehrens@timpsonisd.com Phone 936-254-3878  
Secondary Contact Mid Johnson Email district@timpsonisd.com Phone 936-254-3878

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions ☒ Debarment and Suspension Certification  
☒ General Provisions and Assurances ☒ Lobbying Certification  
☒ Application-specific Provisions and Assurances ☒ ESSA Provisions and Assurances requirements

Authorized Official Name Mid Johnson Title Superintendent

Email district@timpsonisd.com mjohnson@timpsonisd.com Phone 936-254-3878

Signature  Date 11-8-18

Grant Writer Name Signature Date

☐ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
According to the 2018 TX Career Check, elem. (3rd), secondary (7th), and middle (12th) school teachers are among the top 15 high-demand occupations in the area.	Will recruit students for Education & Training dual-enrollment courses. Students will be advised of the benefits of pursuing a career in education, including average pay rate, employment availability, etc. Additionally, the district will establish a CTSO membership & have participants attend the annual conference.
Only 5 district teachers have a Master's. Additional teachers need to attain their Master's to be able to offer the Education and Training dual-enrollment courses.	Will identify and recruit 2 teachers to obtain their Master's Degree for the purpose of providing students Education and Training dual-enrollment courses.
The high school's enrollment showed a 16% rise since 2016 and a 21% rise since 2015. The district needs funds to address the change in the student population.	Will identify and recruit 4 paraprofessionals, instructional aides, and substitute teachers to obtain their Bachelor's Degree and Teacher Certification, in an effort to increase the size of the teacher workforce.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

GOAL: Two teachers will receive their Master's Degree and will help facilitate student recruitment into the education field. Student recruitment will be facilitated when teachers demonstrate opportunities available during Education and Training courses. In addition, 4 paras, aides, and subs will receive their Bachelor's and teacher certification to help address the growing student population. This goal addresses all the SMART elements, to include: Specific – (What) Teacher pathways established to promote growth; and (Why) Increase entry of qualified/diverse candidates into the teaching profession; Measurable – Number of degrees/certifications received; Achievable – Teachers selected are motivated & committed to the district; Relevant – The shortage of teachers in the targeted area has been illustrated; and Timely – By May 31, 2021.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

In developing the benchmarks that will be utilized to measure the progress towards meeting the SMART goal, the district created a timeline of events that would identify the stage of the program during each quarter. Based on timeline, during the initial period (January-May 2019) of the grant, teachers and paras/aides/subs will have been identified and will be enrolled to begin their first courses at the partnering university. Furthermore, students will have been informed of the Education and Training courses, which will be available the 2019-2020 school year. The benchmarks will consist of the following:

- A minimum of 2 teachers will be enrolled in courses to receive their Master's in Education, to include their demographics;
- A minimum of 4 paras/aides/subs will be enrolled in courses to receive their Bachelor's Degree and Teacher Certification;
- A minimum of 2 teachers and a principal and counselor will participate in an initial TEA Teacher Institute; and
- A minimum of 15 students will be enrolled in Education and Training courses.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

During the second-quarter of the program (June 2019-December 2019), the first group of educators should have completed their first set of courses and will be enrolled in their second set of courses. Furthermore, students should have received their mid-year progress reports. Therefore, the following benchmarks have been established to measure progress:

- Both teachers will have passed their first set of courses with a minimum of a C or above;
- A minimum of 4 paras/aids/subs will have passed their first set of courses with a minimum of a C or above; and
- A minimum of 80% students will have passed their Education and Training courses.

By this time, the high schools will have established a CTSO chapter. Therefore, the following benchmarks were created:

- A minimum of 10 students will become members of the CTSO; and
- A minimum of 10 members will attend an annual conference and competed in an annual academic event.

**Third-Quarter Benchmark**

Benchmarks to be used to measure the program's 3rd Quarter progress (January-June 2020) include the following & more:

- Both will have passed their second set of courses with a minimum of a C or above;
- Both teachers will have received their Master's in Education;
- A minimum of 2 teachers will have passed their second set of courses with a minimum of a C or above;
- A minimum of 4 paras/aids/subs will have passed their second set of courses with a minimum of a C or above;
- A minimum of 4 paras/aids/subs will have received their Bachelor's Degree and teacher certification;
- A minimum of 80% students will have passed their Education and Training dual-enrollment courses;
- A minimum of 5 additional students will become members of the CTSO; and
- A minimum of 10 members will attend an annual conference and competed in an annual academic event.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Describe how you will use project evaluation data to determine when and how to modify your program: The district will collect data on a regular basis. Students taking part in the Educational and Training courses will have their academic data submitted to the Program Director as it becomes available. This will include 6-week report cards. Instructional staff that are obtaining a degree or teacher certification will be required to submit printouts of their course grades from the university's blackboard gradebook. Additionally, sign-in sheets will be collected from the district's CTSO which will be utilized to monitor participants attendance.

This data will be assembled into progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following:

- Is the campus on target to meet their identified benchmarks?
- Which benchmarks are at risk of not being met?
- What obstacles are putting the program at-risk?
- What solutions can be implemented to address the obstacles?

If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability: If it is determined that the benchmarks that were listed cannot be met, the stakeholders will discuss modifications that need to be made to the program. Examples of changes to the program may include:

- Not enough teachers are interested in obtaining their Master's in Education;
- Not enough students are enrolling in the Education and Training courses; and/or
- Not enough paras/aides/subs are interested in obtaining their Bachelor's and/or Teacher Certification.

If modifications must be made, the district will send out letters to parents/guardians, community, administrators, and board members to notifying them of the intent of the district to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. This is especially important since the funding allocated for this grant will be based on the number of teachers and paras/aides/subs that participate in the program.



**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
  - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

The district has outlined a process that will be utilized to recruit and select quality teachers to take part in the Grow Your Own, Pathway #1 Program. These teachers will be selected based on their perceived potential to receive their Master's Degree and provide students with Education and Training courses. This outline includes the following:

- **The Process for Identifying Teacher Participants:** Several factors will be considered when selecting teachers to participate in the program. To begin with, the district will first review the results of the teacher's last performance assessment. Priority will be given to teachers that demonstrate an overall Distinguished or Accomplished rating. Teachers that receive an overall proficient rating on their last performance assessment will also be considered as long as they received a Distinguished and/or Accomplished rating in any of the following areas: Goal Setting; Content Knowledge and Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, and Procedures; and Differentiation. Additionally, teachers that demonstrate a record of measurable student achievement and involvement in student organizations will also be selected for participation.

- **Recruitment Strategy:** Once the teachers have been preliminarily identified to take part in the program, the district will rank the teachers based on the following: Experience and Proficiency. A teacher will be able to obtain up to 25 points in each of these areas. Points for Experience can be earned based on years of experience, community and extracurricular involvement, and more. For Proficiency, the district will look at accomplishment of goals, classroom management, attendance rates, student grades, student pass rates, etc. These totals will be combined to rank teachers, with additional points to be provided for teachers that help to address the diversity of the teacher population in comparison to the student population.

- **Memorandum of Understanding (MOU):** Finally, teachers will be invited to take part in the program, based on their ranking. Teachers that agree to be a part of the program will be required to sign a MOU which will commit them to continue their employment with the district for a minimum of 4-years as a condition of receiving the stipend. The teacher will be informed that the MOU is a condition set forth by TEA. If the teacher cannot commit, another teacher will have to be selected.

Timpson ISD (TISD) is confident that the outlined process will help to ensure that the appropriate individual is selected to take part in the Program.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

The district has outlined a process that will be utilized to recruit and select quality paras, aides, and/or subs to take part in the Grow Your Own, Pathway #2 Program. These individuals will be selected based on their perceived potential to receive their Teacher Certification and Bachelor's Degree. This outline includes the following:

- **The Process for Identifying Participants:** First, the district will review the results of their last performance assessment. Priority will be given to paras, aides, and/or subs that demonstrate a high-rating on their last performance assessment. This will include high-ratings in the following areas: communication; classroom support and interaction; student and self-discipline; quality of work; attendance; work production; and attitude towards work. Additionally, paras, aides, and/or subs that demonstrate a record of measurable student achievement and involvement in student organizations will also be selected for participation.
- **Recruitment Strategy:** Once the paras, aides, and/or subs have been preliminarily identified to take part in the Program, the district will rank them based on the following: Experience and Proficiency. Each of the candidates will be able to obtain up to 25 points in each of these areas. Points for Experience can be earned based on years of experience, attendance, community and extracurricular involvement, and more. For Proficiency, the district will look at classroom support and interaction, student and self-discipline, quality of work, work production, etc. These totals will be combined to rank the candidate with additional points be provided for candidates that help to address the diversity of the teacher population in comparison to the student population.
- **Memorandum of Understanding (MOU):** Finally, the candidates will be invited to take part in the program, based on their ranking. Paras, aides, and/or subs that agree to be a part of the program will be required to sign a MOU which will commit them to continue their employment with the district for a minimum of 4-years as a condition of receiving the stipend. The paras, aides, and/or subs will be informed that the MOU is a condition set forth by TEA and if the candidate cannot commit, another candidate will have to be selected.

TISD is confident that the outlined process will help to ensure that the appropriate individual is selected to take part in the Program.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	2	X \$11,000 =	22,000
Number of teachers who are teaching Education and Training courses, but not for dual credit		X \$5,500 =	
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019		X \$9,000 =	
<b>Total Request for Pathway 1</b>			28,000

**PATHWAY TWO**

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only		X \$5,500 =	
Number of candidates pursuing both a bachelor's degree and a teacher certification	4	X \$11,000 =	44,000
Request for Pathway 2			44,000
Request for Pathway 1			28,000
<b>Total Combined Request for Pathways 1 &amp; 2</b>			72,000

**PATHWAY THREE**

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Participants' Master's Degree tuition cost.	20,000
Participants' Bachelor's Degree tuition cost.	40,000
CTSO teacher/student membership and conferences participation costs.	1,000
Program implementation resources.	2,865

SUPPLIES AND MATERIALS (6300)	
Supplies and materials required to support instruction of the Education/Training courses.	7,385

OTHER OPERATING COSTS (6400)	
Teacher/student travel costs associated with CTSO conferences.	750

Total Direct Costs

72,000

Should match amount of Total Request from page 8 of this application

Indirect Costs

4,335

TOTAL AMOUNT REQUESTED

76,335

Total Direct Costs plus Indirect Costs



**Grow Your Own Grant  
Pathways 1 and 2 Grow Your Own Program Attachment**

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2

**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

The district developed a plan for enhancing the Education and Training courses that are currently offered to students seeking a career in the education field. These courses will include: Instructional Practices, as well as, Practicum in Education and Training. This enhancement in the courses will be a result of the new dual-credit education and training courses that will be offered, beginning the Fall of 2020, in partnership with Panola College.

**Career Development, Counseling, and Support Opportunities for Students:** Additionally, as part of the plan, career development, counseling, and support opportunities will be provided to students. Students will first be offered the opportunity to take a career aptitude test. These tests will identify students that have an affinity for the education profession. Once these students have been identified, the Counselor will meet with the student to provide them with added information regarding the careers that are available; benefits and drawbacks they may encounter; growth opportunities; and more. Each student will be provided with information that details the educational requirements that they will need to meet in order to obtain a position as an educator. For students that are interested, the Counselor will assist them in identifying financial support which can assist them in obtaining the required education. Throughout their attendance at the high school, the Counselor will meet with them on a regular basis to provide them with added guidance and support. It will be the intent of the district to provide these participating students the opportunity to take part in as many dual-enrollment courses as possible. This will minimize the number of courses students are required to take after graduation and will expedite their entry into the teaching profession.

**Growth of the TAFE Program:** The Career and Technical Education Student Organization (CTSO) that was selected by the district is the Texas Association of Future Educators (TAFE). This selection was made because TAFE's mission, "encouraging students to learn about careers in education and assist them in exploring the teaching profession while promoting character, service, and leadership skills that are necessary for becoming effective educators", is in line with the goal of the district. It is the intent of the district that a participating teacher will now serve as the Chapter's Director. As the Director, he/she will be responsible for scheduling regular meetings, organizing the participants' trip to attend the annual conference, and assisting and providing guidance in the annual academic event. He/she will also be responsible for marketing the program and increasing membership.

**Strategies to Increase Enrollment (Each Course/Each Year):** To increase enrollment in the Education and Training Courses each year, the district will ensure that an educational booth is available for each college and career nights. This representation will help to ensure that students are constantly aware of the opportunities that are available each year. Additionally, to continue to increase enrollment, college and university will be

invited to attend the college and career workshops where they can include information pertaining to their teaching degree programs.

**Recruitment and Selection of Teachers with Measurable Evidence of Student Achievement:** The district will recruit and select teachers that have field experience and demonstrated a commitment to the school district. Additional factors will be considered when selecting teachers to participate in the program and could include: the results of the teacher's last performance assessment. Priority will be given to teachers that demonstrate an overall Distinguished or Accomplished rating. Teachers that receive an overall Proficient rating on their last performance assessment will also be considered as long as they received a Distinguished and/or Accomplished rating in any of the following areas: Goal Setting; Content Knowledge and Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, and Procedures; and Differentiation. Additionally, teachers that demonstrate a record of measurable student achievement and involvement in student organizations will also be considered for participation.

The district is confident that the outlined process will help to ensure that the appropriate individuals are selected to take part in the program.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

A plan has been developed that will be utilized to recruit students to participate in the Education and Training course sequence.

**Profile of Students Targeted for Recruitment:** Students that have expressed their interest in education or have demonstrated good leadership skills will be targeted. Also, due to the high percentage of Hispanic/non-English speaking/African American students that attend the district, Timpson ISD will target this student population for recruitment. This will help to increase the teacher diversity at each of the campuses. In addition, the district will also target students that are enrolled in advanced courses or excel in extracurricular activities, such as UIL. These students will be targeted due to their proven commitment and persistence.

**Marketing and Recruitment Strategies:** The district will begin a marketing campaign that will provide information to all students regarding the benefits of pursuing a career in the educational field. This will include the following information:

- Types of careers that can be pursued;
- Available positions in the district, county, and state;
- Average pay;
- Work schedule;
- Holidays;
- Retirement and medical benefits; and more.

Additionally, previous graduates will be invited to visit the school to meet with the participating students. The graduates will be asked to provide examples of how a teacher affected their life choices and were able to provide them the support they need.

**How Leadership and Staff will Motivate Students:** The district's marketing plan will help to ensure that the students are aware of the benefits of pursuing a career in education. This will include the positive impact they

can have on others, summer and holidays off, high number of jobs available in the education field, and more. This will help to ensure that student interest in the education career field increases.

To increase persistence, the counselors at Timpson High School will meet with participating students to identify how they are progressing with the Education and Training courses. The counselor will be available to answer any questions that the student has regarding the courses and the teaching profession. This will help to increase interest in the courses. In addition, the district will provide students the opportunity to shadow a highly-qualified teacher. This will allow the student the opportunity to observe firsthand the impact that the teachers can make on an individual that is struggling.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

The district will develop a partnership with Panola College to provide a course of study that enables participating students to combine high school and college-level courses during grade levels 9 through 12. These courses will include dual-credit Instructional Practices and Practicum in Education and Training courses, as well as, additional core area courses that will be required of students that are seeking to obtain a degree in the educational field.

**Explanation of Dual-Credit Partner Partnership:** The district will ensure that highly-qualified teachers are utilized to conduct the dual-credit classes in an appropriate manner. Panola College, in partnership with Timpson ISD, will offer the Education and Training dual-credit courses to students, as well as, other courses that will be necessary for participants to obtain a degree in education and obtain their teaching certification. This is ideal for the district since their goal will be to have students obtain as many as 60 college credits by the time they graduate. Timpson ISD's high school campus will focus on providing Education and Training and core area dual-credit courses for its participating students. These courses will be transferable and will expedite the pace at which students obtain their Bachelor's Degree in Education. The district has established an articulation agreement with Panola College to allow students to earn college credits while enrolled Timpson High School. While attending the Timpson High School, students will be enrolled in dual-credit courses which will be free of charge and will include books, testing materials, tuition, TSI testing fees, etc.

**Timeline to Develop Dual Credit Partnership:** The district will meet with Panola College during the Spring of 2019 to discuss the dual-credit education courses that are provided to students at Timpson High School. Since the district has a signed MOU with Panola College, the agreement will be reviewed to ensure that the courses, services, and supports that will be available to students through the Education and Training courses are detailed. If needed, this MOU will be updated and re-signed by the authorizing officials and be effective the 2019–2020 school year.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

4

**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The district will develop a partnership with Stephen F. Austin State University, who will serve as the Educator Preparation Partner. The district will first meet with Stephen F. Austin State University to identify the minimum requirements needed for participants to be admitted into the Educator Preparation Program (EPP). During the meeting, costs for the program, included supplies, and provided supports will be discussed. Once an agreement has been established, the district will formalize this partnership by providing an MOU that details the agreed upon terms.

**Explanation of Partnership:** All participants planning to enter the Educator Preparation Program (EPP) will initiate the pre-admission process in PEDG 2310. Pre-admission requirements have been embedded in PEDG 2310, so that, with the successful completion of the course, those requirements should be fulfilled. Toward the end of the semester, participants will complete the Initial EPP Admission Application. Participants will be notified if they have been admitted pending completion of PEDG 2310. Participants are required to formally accept the admission status through Tk20 survey. A syllabus for each pedagogy course (prefixes PEDG, READ, EACH and SPED) will be provided to each participant at the beginning of each course, and will be available through a department or faculty information web site.

**EPP PHASE I and PHASE II:** As participants complete PHASE I of the EPP (PEDG 3300 and block courses that are unique to each degree plan), all assessments for each participant are reviewed by a Candidate Performance Review Committee (CPRC) composed of 3 or 4 faculty members. For participant who has an "area of concern" indicated, the committee will determine a course of action. Every effort is made to work with the participants and to follow their progress to ensure there is improvement in that area.

Participants who successfully complete requirements for Phase I of the EPP are approved by the CPRC to progress to PHASE II and register for courses indicated in their degree plan. As participants continue through PHASE II, the review process is followed each semester until all PHASE II coursework has been completed, and the participant is approved to proceed to PHASE III (Clinical Teaching). Educator Preparation Program participants must maintain a minimum of 2.75 grade point average overall and in certificate field(s). In pedagogy courses (courses with prefixes PEDG, READ, EACH and SPED), and in the candidate's certificate field(s), participants must earn grades of "C" or better.

**PHASE III - Admission to Clinical Teaching:** In order to qualify for clinical teaching, the participant must be recommended by a CPRC Committee and have met the following requirements:

- Completion of coursework specified by his/her degree/certificate plan;
- A minimum grade point average of 2.75 on a 4.0 scale in: (a) all courses taken; (b) all courses taken in teaching fields or areas of specialization in interdisciplinary studies; and (c) all courses taken in Pedagogy, Reading, Early Childhood Education;
- Grade of "C" or better in each pedagogy course;



- Successful completion of all required field experience hours required in designated pedagogy courses beginning with PEDG 2310; This job-embedded field experience training will be offer: A flexible training location and schedule; A cohort approach; and Consistent supports that encourage persistence and sustainability;
- Successful completion of 15 hours of field experience during the semester prior to student teaching with the MaST teacher to whom the student has been assigned as a student teacher; and
- A passing score on the appropriate content and PPR proficiency exams.

While in required courses, computer files for artifacts such as unit and lesson plans, a classroom management plan, proposed assessment procedures, and technology strategies will be archived for a final electronic portfolio project. Assessments of knowledge, skills, and dispositions will continue in didactic and field courses, using rubrics, scores, and grades as appropriate. Instructors in pedagogical courses will certify as to participants who have achieved the standards and sub-standards assigned to their courses. The Chair of each teaching field will verify that participants completing certification requirements have met the standards and sub-standards of the specified courses.

The CPRC will review the coursework and archived assessment artifacts to determine if a participant will be considered for enrollment in Clinical Teaching after his/her application has been completed. Any participants found with deficiencies will be informed of their ineligibility for clinical teaching and under what conditions re-application would be considered. To appeal any action by this Committee, the participant may appeal to the Dean of the College of Education and Human Development.

**Review for Certification:** With successful completion of clinical teaching and all required coursework, the CPRC will provide oversight to a review of each participant's portfolio. This portfolio will include the assessment file from student teaching.

The assessment file will include evaluations of teaching effectiveness by the principal and teacher(s) supervising the participant's clinical teaching. The MaST Coordinator and instructor(s) will submit an evaluation of dispositions for the participant, along with the course grade and artifacts. An evaluation of substantial mastery of standards and sub-standards stipulated for clinical teaching will be made by the supervising instructor(s) and the participant.

### **OPTIONAL Shared Services Arrangement (SSA)**

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

<b>Fiscal Agent</b>	<b>County-District Number</b>

<b>Member LEA</b>	<b>County-District Number</b>

November 8, 2018

Mike Morath,  
Commissioner of Education  
Texas Education Agency  
1701 North Congress Ave.  
Austin, Texas 78701-1494

Re: Grow Your Own Grant

Dear Commissioner Morath:

As the Board President of Timpson ISD, I, George Duke provide my support for the Grow Your Own Grant.

I understand the great benefit this grant opportunity can have on the students' educational attainment and the teaching profession as a whole; therefore, I believe our district will be committed to ensuring that the Grow Your Own Program is a success.

Based on my experience as an elected board member, I am aware that the district is challenged in employing and retaining highly-qualified teachers. Therefore, the need to grow the education career cluster is a priority, not just in the district, but throughout the state.

I provide my support for Timpson ISD's grant-related activities which will include:

- Providing support and guidance to instructional participants from peers, instructors, and administration;
- Identifying students who show an interest in the teaching profession; and
- Enrolling students in the education and training courses.

The outcomes we intend to achieve include:

- Elevating the perception of the teaching profession held by high school students currently in the stages of choosing their career path;
- Closing the gap between the students and teachers as a result in changes in demographics of the student population; and
- Increasing the amount of highly-qualified educators in the area.

Based on all the assistance and benefits our instructional participants will receive if the grant is awarded, I, on behalf of Timpson ISD, wholeheartedly supports the Grow Your Own Grant and

will make every effort to ensure the success of our educators and students who will be impacted by this funding, now and in the future to come.

Sincerely,

George Duke /Board President

Name/Title



Signature

11-8-18

Date



## **DUAL CREDIT PARTNERSHIP AGREEMENT 2018-2019**

The Dual Credit/Early Admission Program at Panola College offers an opportunity for high school students to earn credits toward a college degree while completing requirements for high school graduation. The program is not designed to supplant that of the high school, but is structured to permit selected students to make more constructive use of their time.

### **(1) ELIGIBLE COURSES**

Eligible courses are courses taken from the Academic Course Guide Manual (ACGM) and the Workforce Education Course Manual (WECM) and must be a part of the Panola College core curriculum or a CTE pathway. The courses have been approved to be offered through the Curriculum Committee of Panola College.

### **(2) STUDENT ELIGIBILITY**

The student is subject to the following requirements:

- Must be classified as a high school student.
- Provide valid, unexpired ACT, SAT, TAKS, or EOC scores and be declared exempt by Panola College, OR qualify for dual credit waiver, OR must have taken the TSI Assessment and passed one section (relevant to desired course).
- Must present a properly completed Dual Credit/Early Admission Permission Form each semester.
- Satisfy the average daily attendance policy of the high school.
- Be subject to the rules and regulations of the College.

Admission to the College does not guarantee enrollment in all courses. Two weeks prior to being considered for admission, the following items must be on file in the Panola College Admissions / Records Office:

- Texas Two-Year Apply Texas Application
- Official TSI Assessment scores or proof for determining an exemption/waiver.



- An official high school transcript. Students enrolled in non-accredited high schools or are schooled in non-traditional settings must provide a notarized record of the school subjects completed (must be consistent with TEA minimum requirements).
- The Dual Credit/Early Admission Permission Form (Every semester/session thereafter the student must bring to registration a properly completed permission form from the high school counselor.)
- Bacterial Meningitis Vaccination proof

### **(3) LOCATION OF CLASS**

Dual credit courses may be taught on any Panola College campus, through eLearning, or the high school campus as appropriate.

### **(4) STUDENT COMPOSITION OF CLASS**

Classes held at any Panola College campus may include regular college students and dual credit students. Classes held at the high school campus may be composed solely of dual credit students or a mix of dual credit and advanced placement students.

### **(5) FACULTY SELECTION, SUPERVISION, AND EVALUATION**

Panola College will select instructors of dual credit courses. Instructors are employees of Panola College and may be full-time or adjunct. All Academic instructors must have a Master's degree in the field to be taught or a Master's degree and 18 graduate hours in the field to be taught. Panola College will select, supervise and evaluate instructors for courses which result in awarding dual credit using the same or comparable procedures used for faculty at the main campus. Instructors are evaluated annually by classroom observation by the Dean of Arts, Science and Technology, the Dean of Health Sciences, or their designees. Online instruction is evaluated using the approved online course evaluation instrument. All administrative oversight of the dual credit coursework will be done by Panola College. Facilitators will be provided by ISD when face to face Panola College faculty is not present. Testing centers and proctors for online courses on ISD campuses must be approved by Panola College.

### **(6) COURSE CURRICULUM, INSTRUCTION, AND GRADING**

All courses will be taught using Panola College's departmental syllabi and textbooks. Panola College will ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent. Grading will be according to Panola College departmental standards. All courses will be taught for the number of hours required by the Texas Higher Education Coordinating Board. Letter grades will be awarded for credit earned.

## **(7) ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES**

Students taking dual credit courses will be provided access to appropriate library and research resources. Dual credit students are provided with access to adequate academic support services including academic advising and counseling.

## **(8) TRANSCRIPTING OF CREDIT**

College credit will be transcribed at the end of each semester, but held in escrow until the student furnishes an official transcript from the high school showing that he/she has graduated. A transcript will be furnished to the high school to indicate the status of the current semester.

## **(9) FUNDING**

Panola College will report dual credit students for state funding.

The Independent School District and/or student will be responsible for tuition and fees for the specific semester a student is enrolled. Some fees may be waived upon mutual agreement between Panola College and the Independent School District.

## **(10) DEFINED SEQUENCE OF COURSES**

In order to meet the TEKS requirements for high school senior English, schools may elect to offer ENGL 2322 or 2323 before students take ENGL 1302. The ENGL 1301 course and the ENGL 2322 or 2323 course would fulfill the TEKS requirements. Therefore, in cases where TEKS is a consideration, a high school doing dual credit with Panola College may choose ENGL 1301 and ENGL 2322 or 2323 and skip the ENGL 1302 prerequisite for ENGL 2322 or 2323. ENGL 1301 is a prerequisite for ENGL 2322 and ENGL 2323. Returning students (dual credit students who have taken ENGL 1301 and ENGL 2322 or 2323 as high school requirements) will be required to take the ENGL 1302 course before taking any more English courses at Panola College.

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Revocation of this agreement can be accomplished by mutual written consent or by either party ninety (90) days prior to the end of a semester of instruction. This will allow for a course in progress to be completed at the end of the semester in which notice is given.

We agree to this Dual Credit Partnership with Panola College.

Timpson High School  
High School

Stacie S. Behms  
Principal

8/8/18  
Date

\*\*\*\*\*

Panola College

[Signature]  
Dr. Billy Adams, Vice President of Instruction

8-23-18  
Date